**Tiering**

This is the “meat and potatoes” of a differentiated classroom (Tomlinson). In fact until we tier lessons in our classrooms, we will not be addressing one of the most important differences in our students- that of readiness.

We use tiered activities so all students can focus on the essential understandings and skills but at different levels of complexity, abstractness and open-endedness. By keeping the focus of the activity the same, but providing different routes of access at varying degrees of difficulty.

* Based on flexible instructional groups
* Tiered by challenge level, complexity, resources, outcome, process, or product.

Deciding when and how to tier:

1. Are there entry points when some students need more time to work on content or a skill and other students are ready for more advanced work?
   1. Tier by challenge or complexity
2. Is there an activity in which the varied resources could be matched with student needs and readiness?
   1. Tier by resources
3. Is there and an activity in which the same materials could be used to work on both basic and more advanced outcomes?
   1. Tier by outcome
4. Is there an activity in which students could benefit from working on the same outcome but doing different kinds of work?
   1. Tier by process
5. Is there an activity that could result in more than one way for students to show what they’ve learned?
   1. Tier by product.

When developing tiered assignments you must design the basic task for the bottom rung of the ladder and then develop activities of greater challenge or complexity.